

Sunflowers Pre School and Out of School Club

Sunflowers Pre School and Out of School Club, Headland Road, Welford on Avon, Stratford-upon-Avon, Warwickshire, CV37 8ER

Inspection date	27/11/2012
Previous inspection date	06/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy, motivated and eager to learn. They show good levels of curiosity and imagination and demonstrate positive behaviour and self-confidence.
- Caring staff get to know the children well. This enables children to form appropriate bonds and secure emotional attachments.
- Teaching is rooted in a secure knowledge and understanding of the Early Years Foundation Stage. Every member of staff has a good awareness of how young children learn and promotes children's learning through play, discussions and group activities.
- Accurate identification of priorities through well-considered reflection and appropriate actions taken provide continued and thoughtful improvement to the quality of the provision.

It is not yet outstanding because

- Information about children's learning and development and next steps is not clearly shown in planning. As a result, some activities may not fully support their progress.
- There is limited access to a wide range of resources and activities which promote positive images of diversity. This means that children are not fully aware of possible differences of need, culture and ability.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the setting.
- The inspector spoke with the manager and staff at appropriate times throughout the observations.
- The inspector looked at documentation including children's learning journeys and records, action plans, training matrices and a selection of policies and procedures.
- The inspector also took into account the views of parents and information included in the records of self-evaluation.

Inspector

Lucy Showell

Full Report

Information about the setting

Sunflowers Pre School and Out of School Club re-opened in 2010 under new ownership. The setting is privately owned and managed and operates from a mobile classroom situated in the grounds of Welford-on-Avon Primary School in Warwickshire. Children have access to an enclosed outdoor play area and adjoining playing fields. The setting is

situated within the village of Welford and serves the local community.

The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently 70 children on roll, 30 of whom are within the early years age range. The setting opens five days a week during term time with sessions from 8am until 6pm. Children are able to attend for a variety of sessions. Out of school provision operates from 8am to 9am and 3.15pm to 6pm during term time and from 8am to 6pm during school holiday periods.

The setting provides funded early education for three- and four-year-olds. It has systems in place to support children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting employs six members of childcare staff, five of whom hold appropriate early years qualifications to level 3. It receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the monitoring and evaluation of activities to ensure they support children's ongoing progress given their starting points and identified next steps
- consider providing more opportunities and resources which depict lives that are unfamiliar to broaden children's knowledge and encourage a more inclusive environment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff have good knowledge of the learning and development requirements within the Early Years Foundation Stage. They have a valuable understanding of child development and identify possible activities to enhance children's learning. Regular observations, both planned and spontaneous, are used to assess children's progress. However, next steps for children's learning are not always used to inform the planning. As a result, while children do make good progress, the planning does not fully reflect how well the activities are adapted to meet and extend individual development. Parents are fully involved and helped to support children's learning, both at home and in the setting. This is because information is shared on a regular basis through free access to learning journeys and daily feedback.

Children enjoy their experiences at the setting and are eager to engage with staff and

peers. Staff make the most of the spaces available by having different areas full of resources. This environment is used well as children self-select from the variety of age- and stage-appropriate resources on offer. They often take them from one space to another to extend their learning with their own ideas in mind. This means that children are able to follow their own thoughts and feelings and are developing confidence and good self-esteem. Children make the most of role play areas. Using their imaginations they act out real and imagined experiences. For example, they dress up as police officers. This follows on from a visit last week from a local police officer. As they play, children are proud to say how they sat in the police car and watched the lights flashing. They talk confidently about how the police help to keep us safe. This is part of their 'people who help us' theme which, as staff explain, came from a child's interest in fire engines. There is a colourful display on the wall with brightly painted and collage pictures and quotes from the children. This shows that children are involved in their own learning and have a growing understanding of themselves and of others.

Children work well together building bridges, roads and houses with a range of construction bricks. As they build, they talk about which pieces go where and what they are going to look like when they have finished. They are engrossed as they sit with their 'listening ears' on playing a lotto game. They wait for their turn as staff encourage them to identify the different sounds and place the counters on their boards. Even if they don't know what the object is called they are able to express and act out the sound. For example, when there is a camera sound one child points to the picture and makes a clicking sound and 'smile' actions. The creative area is well stocked with a good range of coloured pencils and crayons which vary in size and width to make it easier for younger children to grip. There are different scissors which are left and right handed, varied glitters, shiny beads, ribbons and lolly sticks for collage. The modelling area has paper straws, textured papers, pine cones, boxes and fabrics. Children are therefore able to express themselves creatively using a wide variety of equipment.

The contribution of the early years provision to the well-being of children

The key person system is effective in supporting individual needs. The information they gain from parents about children's likes, dislikes and achievements form the starting points for children's learning. This enables staff to provide a well-resourced and stimulating provision. Staff are warm and caring, which promotes children's confidence and sense of belonging. As a result, children form appropriate bonds and secure emotional attachments with staff. Staff work hard to ensure that all the experiences on offer are safe and suitable for the children. However, there are few examples of resources or activities which celebrate other cultures and abilities. At Chinese New Year, they turned the role play area into a Chinese restaurant and during Diwali they made diva lamps, although there is more scope for further experiences to extend children's understanding of diversity and the wider community.

Children are comfortable in their surroundings and are showing good awareness of their own safety. Through gentle reminders during play they sit nicely at tables or on carpets, handle the resources with care and attention and are mindful not to run around inside. Golden rules are displayed and are very useful when explaining to older children who

attend after school how to behave and consider the younger ones. This practice supports the setting's risk assessments and ensures children are helping to manage their surroundings to ensure safety and minimise hazards. The staff are good role models and encourage children to use good manners and receive praise when they are kind to their friends. Children are happy to help to take care of their environment by tidying up together when they have finished playing.

Children are developing good independent self-care skills. Some use the toilet with confidence and ask for help if needed while those in nappies are taken care of effectively. Meals and light snacks, such as jacket potatoes with beans and cheese, fruit and yoghurts, are provided. This and the access to the allotments where children grow and pick some fruit and vegetables increase children's understanding of healthy options. Staff encourage the children to 'have a go' as they put their coats on to go out on the school run. Over their coats they wear fluorescent jackets so that they can be seen and stay together. They hold hands with an adult and have a string to hold on to on the way back. As a result, children are learning through good opportunities to learn about safety and to take care of themselves. These skills support children's next stage in their learning, preparing them for their transitions both within the setting and to other settings and school.

The effectiveness of the leadership and management of the early years provision

Staff have good understanding of their responsibilities in meeting the learning and development requirements within the Early Years Foundation Stage. They are becoming more aware of the importance of assessing and monitoring the planning and delivery of the educational programmes and seek advice and guidance effectively. There are well-written policies and procedures in place to support the management of the setting and staff's clear knowledge demonstrates a significant level of understanding of the safeguarding and welfare requirements. Their child protection procedures and knowledge of reporting concerns and dealing with allegations are robust. There are clear recruitment and vetting systems in place which ensure all people working with the children are suitable to do so.

Regular staff meetings are held to discuss best practice and children's progress. Staff are also involved in an ongoing process of reflection and adapting practice where they feel necessary. The valued opinions of parents and other childcare professionals are sought through questionnaires and audit processes. These elements are considered and a recent full self-evaluation and action plan has been completed. As a result, they are fully focused on the priorities for improvement, such as enhancing the outdoor area and developing further the relationships with local schools and the community. There are clear systems to ensure staff understand and implement their roles and responsibilities well. There are effective systems for performance management. Staff identify suitable training, and attendance at early years events promotes their professional development.

Staff have a good understanding of how useful knowledge of individual children enables complementary and consistent practice. This is particularly seen for older children who attend before and after school. The welcoming environment provides children with space

to relax, unwind and have fun with siblings or children of varied ages. Staff share information effectively with parents and other professionals providing care for the children, and valuable transition documents are given to future providers or teachers. There are no children currently attending who speak English as an additional language or who are in need of additional support. However, staff recognise how important it is to communicate well with parents and other professionals to ensure their good practice meets the needs of all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY412462
Local authority	Warwickshire
Inspection number	890867
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	70
Name of provider	Susan Karen Henson
Date of previous inspection	06/01/2011
Telephone number	01789751003

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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